

# Values in Democracy Education - Integrating a Joint Study Program in Teacher Education to Foster Teacher Students' Competencies and Beliefs

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The project "Values in democracy education – enhancing competencies and beliefs of teacher students through a joint study program (ValiDE)" answers to the need to strengthen democracy education in primary schools on the level of initial primary school teacher education. It serves to enhance future teachers' competencies to deal with social, cultural, religious and hence values diversity in the classroom and foster democratic values at the same time.



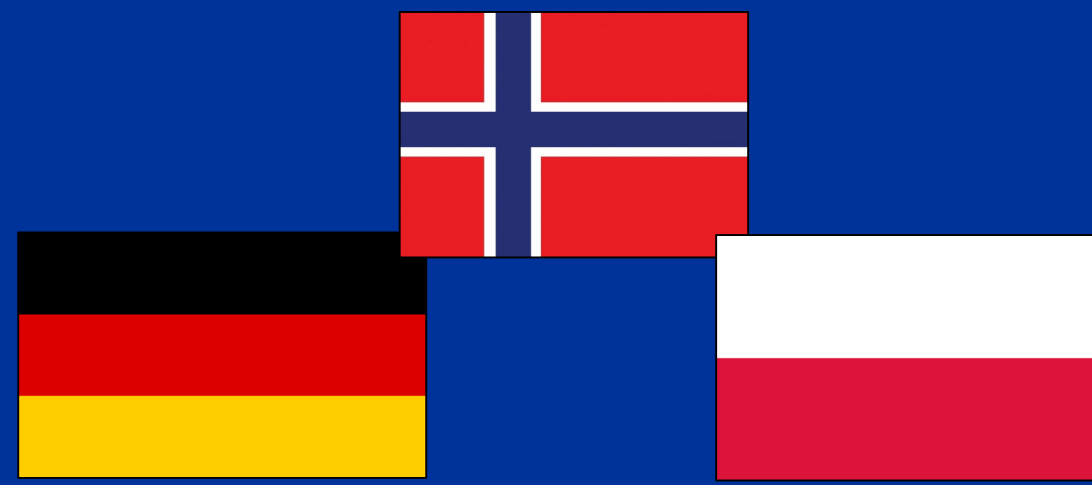
## What does ValiDE stand for? Core idea

### (1) Curricular Analysis

How are democratic values negotiated in the core curricula of Germany (Baden-Württemberg), Poland, and Norway?

### (2) Intervention and Research Design

In what respect do the students show changes in beliefs, attitudes and competencies regarding values education in due course of the exchange program?

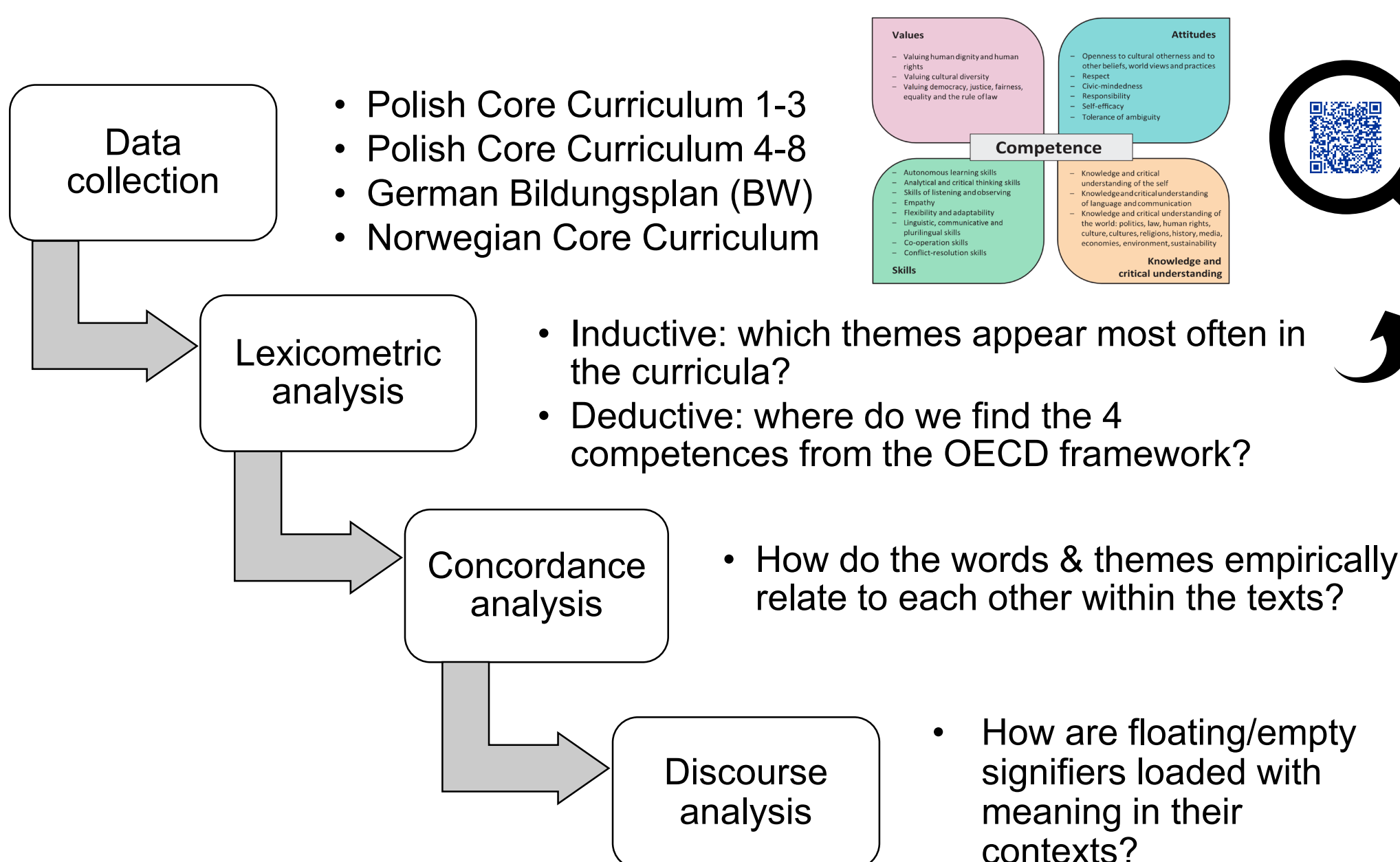


- Cooperation three university departments of pedagogic science (located in Germany, Poland and Norway) with NGOs in each country
- Common trainings and transfer of knowledge for staff
- exchange-program for students in a joint group during three-weeks at all six organisations
- personal and didactic competencies' development

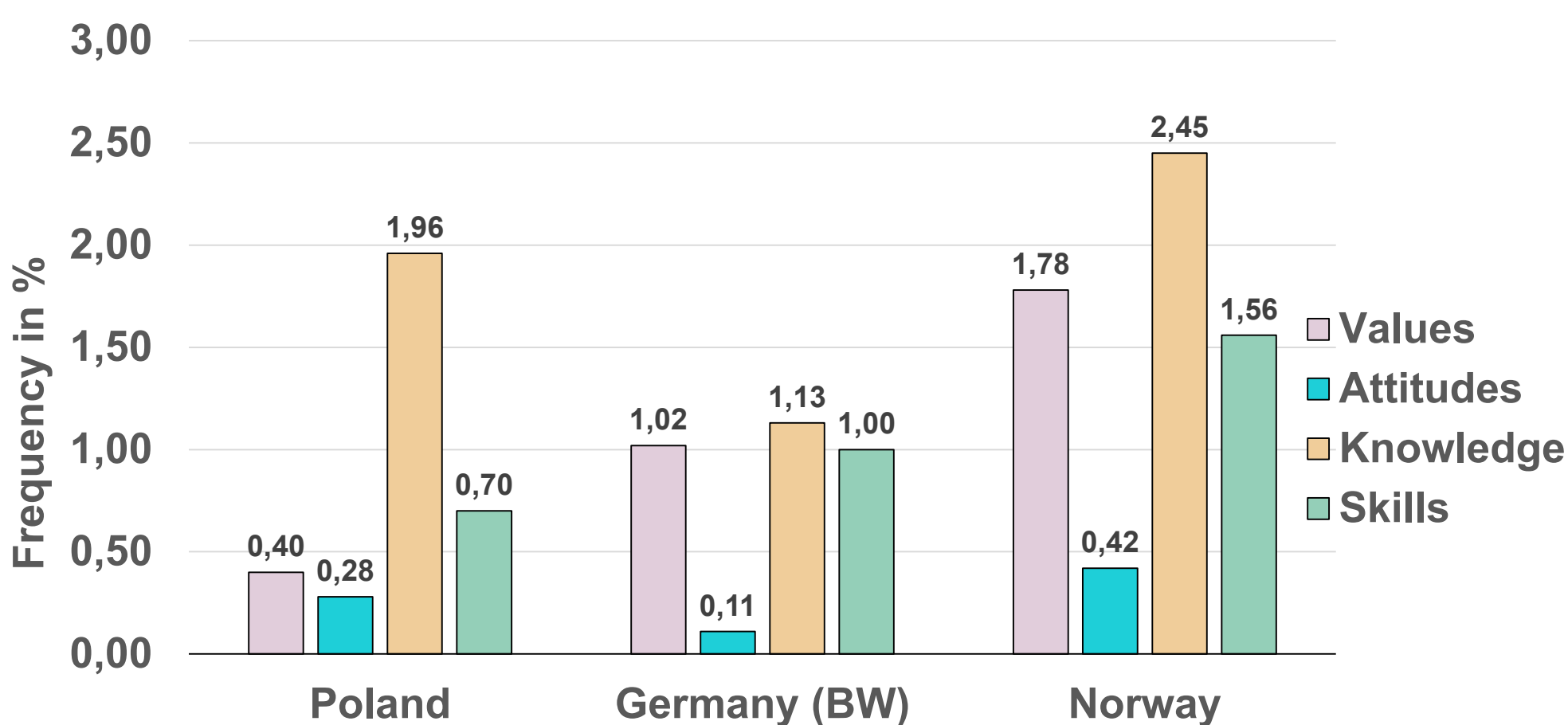


- (1) Lexicometric and concordance analysis (Dzudzek et al., 2009) to identify the prevalent values in each of the curricula and the context they appear in.
- (2) Discourse analysis (Clarke, Braun, Terry & Hayfield, 2019) to link the conceptualizations behind values in each of the curricula.
- (3) The results will be interpreted in relation to the model of competences required for democratic culture and intercultural dialogue (Council of Europe, 2016).

- (1) Intervention: online course and student exchange program – three-weeks, every year a fix group of students, input in workshops, school visits, work on didactical tasks → formal and informal learning activities
- (2) Research Design: logbook with the same open questions after each week (t2, t3, t4) + self-assessment at the beginning (t1) and the end of the exchange (t4) → indicate the student teachers' beliefs and goals regarding democratic values and values education before and after the study exchange program
- (3) Logbook: reflection on the specific learning experiences after each week
- (4) Self-assessment – pre-post: students' goals and expectations at the beginning of the exchange → open questions to mention their (1) main reasons to join the program, (2) expectations for the three-week program, (3) aims to learn, (4) points to avoid
- (5) Thematic text analysis (Clarke, Braun, Terry & Hayfield, 2019) is used to run a qualitative analysis of the self-reported student teachers' views.

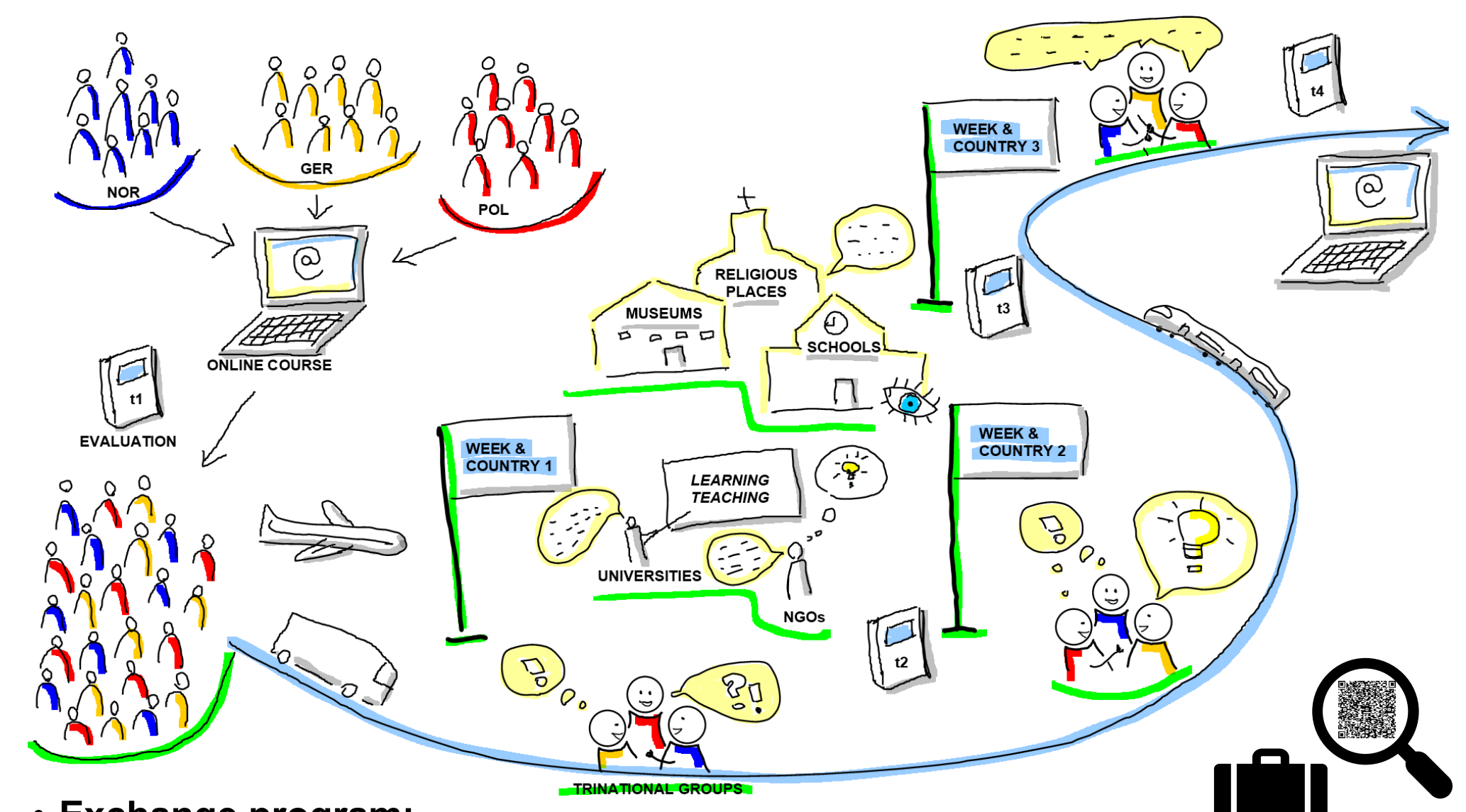


### Outcome: Analysis - Preliminary findings



Note:  
Frequencies in % represent the proportion of each category in the curricula.

### Outcome: Exchange program



- **Exchange program:**
  - Is designed to be ongoing year by year
  - Offers the opportunity for intercultural project learning on the topic of democracy and values education with students' mobility, partners from outside the own cultural community, experience of language barriers and own cultural difference, tasks to collaborate in transnational groups.
- **Evaluation - Preliminary findings and methodological implications:**
  - Drop-out rate indicates *survey fatigue* due to reoccurring open questions → Revision evaluation tool for the 2<sup>nd</sup> round is needed.
  - Students' goals and expectations at the beginning of the exchange (n=13) showed in the item: „I know about official guidelines and curricula of values and democracy education in the two other partner countries of ValiDE" that the students have no or little knowledge (84.7% chose 1 and 2, 7.7% 3 on a rating scale 1 to 6) → We will incorporate results of the curricular analysis into our intervention.

### Outcome: ValiDE Handbook & OER

- **Target groups:**
  - Other institutions of teacher education
  - Primary school teachers
  - Primary teacher further education

- **Content:** Theory and evaluated learning and teaching material
- Learning activities on staff level
- Curriculum for the university seminar and exchange course learning activities
- Learning material for the teacher students
- Descriptions for teachers
- Lessons, (practically tested) activities and material for use in primary schools
- Material for awareness, self-reflection and intercultural communication

Literature:  
 Clarke, V., Braun, V., Terry, G., & Hayfield, N. (2019). Thematic Analysis. In P. Liamputtong (Ed.), *Handbook of Research Methods in Health and Social Sciences* (pp. 843-860). Springer. [https://doi.org/10.1007/978-981-10-5251-4\\_103](https://doi.org/10.1007/978-981-10-5251-4_103).  
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